

## WAYS OF FORMING ORGANIZATIONAL-MANAGERIAL COMPETENCES OF MASTER'S STUDENTS IN SOCIAL-CULTURAL ACTIVITIES

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**Abstract.** *The aim of thesis is to study various ways of forming the organizational-managerial competencies of master's students in socio-cultural activities, to study the scientific and theoretical views of pedagogue-scientists, as well as to make suggestions. These methods provide a holistic approach to the formation of skills and knowledge necessary for the successful management of socio-cultural activities.*

**Keywords:** *competence, organizational-management competence, organizational ability, socio-cultural activity, holistic approach, professional development.*

The main goal is to further improve the educational process, curricula and programs of higher education in the world based on the wide introduction of new pedagogical technologies and teaching methods, the qualitative renewal of the master's scientific-educational process and the introduction of modern organizational forms. At the same time, the most important direction of pedagogical influence on young people is the formation of organizational and management skills and competencies. Organizational and managerial competencies refer to professional competencies that form the terms of reference of a specialist for the functioning and development of educational systems.

Psychological aspects and features of the formation of organizational and managerial skills of students in world educational and scientific institutions, technologies for the formation of communicative leadership competencies, the formation of organizational skills in extracurricular activities, socio-cultural

planning, personal and professional development of the future specialist, didactic support for the competent preparation of masters of scientific research is being conducted. In 1996, the Council of Europe recommended the core competencies to be developed in the course of a lifelong education system to the Member States of the European Union at the Symposium "Basic competencies for Europe" [9]. In this regard, it explains the need to develop student-centered educational processes, improve the organizational and managerial competencies of students in the context of modernizing educational processes, eliminate shortcomings in the organizational and pedagogical process of education through the exchange of best practices, the development of new approaches, technologies and principles.

In connection with the modern trends in the development of the higher education system based on the humanitarian, person-oriented paradigm, the problem of forming the organizational-management competence of master's students is urgent. Graduates are required to have high professional skills, general culture, high technical and technological level, based on modern production technologies, which imply the search for new solutions, more effective approaches to the organization and management of production situations [12].

The modern approach to teaching at a university is based on a technological basis, where pedagogical technology is the foundation. Pedagogical technology as an ordered system of actions, the implementation of which leads to a guaranteed achievement of the result, is determined by I.P. Podlasy, G.K. Selevko, D.G. Levites and others, where the system, according to V.G. functions, as well as factors that ensure the integrity of the system, its relative independence [1].

For the formation of organizational and managerial competencies among students in the educational process at the university, various interactive forms of organizing the activities of students are used, for example, a conference; methodical

seminar; round table (discussion, debate); brainstorming method, "Decision Tree"; game (business, role-playing games) methods; Case-study (situational analysis); Master Class; focus group; project method, training, etc., which contribute not only to the ability to interact with various participants in the framework of professional activities, but also to the development of leadership qualities, create conditions for the formation and improvement of a set of managerial competencies: motivation, goal setting, planning, organization and control.

Formation of organizational-management competencies of master's students in socio-cultural activities can be done using different methods. Below are effective strategies for developing these competencies (Figure 1):



**Figure 1. Effective strategies for the development of organizational-management competencies**

**1. Practical experience:** It is important to provide graduate students with practical experience in organizing and managing socio-cultural events. This may include assigning them leadership roles in event planning and execution, working closely with event committees, or managing specific aspects of the activity. By actively participating in practical assignments, students gain real-life experience and develop organizational and management skills.

**2. Mentoring and Coaching:** Appointing experienced mentors or coaches to guide graduate students in socio-cultural activities can significantly contribute to their development. These mentors can help students improve their skills by providing advice, feedback and support throughout the process. Regular communication, discussion, and constructive criticism from coaches can accelerate student growth and improve performance.

**3. Workshops and training programs:** Conducting seminars and training programs specially adapted to organizational-management competencies is an effective way to improve the skills of graduate students. These workshops can cover a variety of topics such as event planning, project management, leadership development, communication skills, and teamwork. Practical exercises, case studies and simulations may be included to provide a hands-on learning experience.

**4. Collaboration and Networking:** Encouraging graduate students to collaborate and network with professionals in their respective fields can broaden their horizons and knowledge. Collaborating with industry experts, cultural organizations or social influencers allows students to learn from experienced professionals and gain insight into the complexities of socio-cultural activities. This exposure helps students build professional relationships and expand their networks, which can be valuable for future career opportunities.

**5. Research and Analysis:** Incorporating research and analysis components into sociocultural activities can enhance graduate students' data collection, critical thinking, and decision-making skills. They may be tasked with conducting surveys, analyzing audience preferences, or evaluating the impact of specific cultural events. This research-oriented approach enables students to apply theoretical knowledge and develop the analytical skills necessary for effective organizational and management practices.

**6. Reflection and self-evaluation:** Encouraging graduate students to reflect on their experiences and engage in self-evaluation exercises is essential to their growth and development. They can document their knowledge, strengths and areas for improvement after each socio-cultural activity. This reflective practice helps students identify their strengths, weaknesses, and areas that need further development, allowing them to set goals for continuous improvement.

**7. Integration with the academic curriculum:** the inclusion of organizational-management competencies in the curriculum is an effective way to ensure comprehensive development among graduate students. By incorporating these skills into coursework, assignments, and projects, students can apply their theoretical knowledge to practical scenarios. Such an approach helps them understand the relevance of organizational and management principles in socio-cultural activities and strengthens their application.

It was concluded that the assessment and development of organizational-management competencies in master's students can be carried out through the following methods:

firstly, in the development of organizational and management competencies, creating an interactive educational environment, improving innovative methods and technologies for developing the thinking and worldview of graduates becomes more important;

secondly, the assessment and formation of organizational-management competencies among master's students in socio-cultural activity programs is very important for their success in the field;

thirdly, self-assessment gives students the opportunity to reflect on their strengths and weaknesses, allowing them to take ownership of their learning process and set personal development goals, peer assessment promotes team learning by

evaluating each other's skills and providing constructive feedback and encourages improvement;

In general, the assessment and formation of organizational and management competencies is of crucial importance in the preparation of masters for their professional activities in socio-cultural activity programs. These competencies provide them with the necessary skills to effectively manage cultural and social projects. By incorporating these methods into their curricula, graduate programs can ensure that their graduates are well prepared to excel in the field of sociocultural management.

In short, the formation of organizational-management competencies of master's students in socio-cultural activities can be achieved through practical experience, mentorship, practical training, cooperation, research, reflection and inclusion of these competencies in the curriculum. These methods provide a holistic approach to the formation of skills and knowledge necessary for successful management of socio-cultural activities.

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